

CHILDHOOD EDUCATION

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Table of Contents

OPPORTUNITY FOR OPTIMISM IN EDUCATION. <i>M. J. Walsh</i>	357
TEACHER TRAINING IN THE SOUTH. <i>Lucy Gage</i>	359
RECORD KEEPING. <i>Louise M. Alder</i>	362
CONTROLLED OBSERVATIONS. <i>Rowna Hansen</i>	370
SALVAGING SPONTANEITY IN CHILDREN'S ART. <i>Agnes N. Day</i>	373
THE LOCARNO CONFERENCE ON TEACHER TRAINING. <i>Florence B. Edwards</i>	378
A STUDY OF STUDENTS' REASONS FOR UNDERTAKING THE LIFE WORK OF A KINDERGARTEN-PRIMARY TEACHER. <i>Helen Butterfield and Norman Woelfel</i>	381
IN MEMORY OF HELEN G. DWYER. <i>Alla Adkins</i>	387
PROGRESS IN RUSSIAN KINDERGARTENS. <i>Vera Fediaevsky</i>	388
THE NEW NOTABLE	
Preliminary Program.....	391
The Boston Convention.....	394
BOOK REVIEWS	
<i>Principles and Technique of Teaching</i> . <i>W. G. Ruediger</i>	397
<i>An Introduction to Educational Measurement</i> . <i>Jessie LaSalle</i>	397
CURRENT MAGAZINE INDEX. <i>Ella Ruth Boyce</i>	399
WHO'S WHO IN CHILDHOOD EDUCATION.....	401



*For I
remember
it is
Easter morn,
And life
and love
and peace
are
all new born.*

H. ARMSTRONG ROBERTS.
Courtesy NATURE MAGAZINE

An Opportunity for Optimism in Education

EDUCATION is notoriously conservative. It is commonplace to say that here, even more than in most social institutions, our approved activities are far behind our scientific knowledge. Too often it can be said that we *know* but *knowing* does not affect our behavior. However, the teacher who, because of this conservatism, may become pessimistic and assume a "What's the use?" attitude toward progressive ideas has only to compare conditions of even twenty-five years ago with those of today to realize that real advancement has been made. His pessimism may return when he sees the recurring exploitation of new ideas and recognizes in each new "plan" or type of recitation merely a new organization of ideas and practices long used by successful teachers. Each of these, nevertheless, has left some slight residue of value and this added increment has become the common property of all.

There is, however, one field of education in which the searcher after signs of progress may find encouragement, that of teacher training. Here, if anywhere, there has been a definite forward movement. It is a long step from the point of view that the only requisite for teaching was a fund of knowledge slightly beyond that of the student to that expressed in a modern curriculum for the professional training of teachers. It has been a generally accepted belief that the best teaching has been done in the lower grades. This doubtless has been true when trained teachers have been sought in all fields. However, except in the more progressive communities, it has been customary to secure trained teachers for the high school and upper grades while the primary field has been left to the mercy of the unqualified. To justify this, one has only to go back to our earlier assertion that until recently knowledge slightly beyond that of the pupil was regarded as the only requirement for teaching. It naturally followed, then, that the education of the very young was in the hands of the most immature, the most ignorant, and the most uninspiring of our teachers. Rarely did the primary teacher have the equivalent of a present eighth grade education. The little girl was but expressing general opinion, who, upon meeting her first grade teacher of the year before, exclaimed, "I'm so sorry, Miss Brown, that you don't know enough to teach second grade." It was the common practice to "promote" successful primary teachers to higher grades at better salaries and to fill their places with the cheapest teachers available, for "anyone can teach little children." Sad to say, there are backward communities in which this custom still persists. These helpless ones were too small to be disciplinary problems so no personality or character elements were necessary for their teachers. Parents tolerated the situation, school authorities accepted it, the public approved, and the children were helpless.

When one turns from this picture to the modern institution for the training of teachers he has just cause for optimism. We now find a frank repudiation of the theory that anyone can teach small children and the substitution, for this idea, of two educational principles; first, that the early years of a child's formal education are the most important of his educational life and, second, that because of their importance and the complexity of the problems involved, these years should have the best teaching that can be secured. Modern psychology has shown that right habit formation is important but that even more important are the emotional attitudes which are being developed at this early period. The child's whole attitude toward teachers, toward going to school, toward education, and even toward many moral and social problems

is often well established by the end of his third year in school. When we fully realize that the attitudes being developed by John and Mary may be a greater factor than the marks they receive in an arithmetic test in determining the status of each twenty-five years from now, we shall be ready to consider more seriously the kind of teaching John and Mary are receiving.

Today there is a wonderful interest in the preschool child, the kindergarten has become an established part of the educational system of every progressive district, and few communities will tolerate any but a trained teacher in the primary field. What is a trained teacher? One who has had a good high school education followed by at least two years of careful preparation for the work of teaching in the primary grades. It should, and soon will be at least three years. General training will not do. It must be specific. Consequently the student is given a course in biology that will serve as a foundation for work in psychology, health, sociology, and general knowledge. She becomes orientated through an introductory course in education and follows this with work in child psychology, sociology, and professionalized subject-matter courses in every branch of primary instruction, and terminates her training with a half year of teaching under the guidance of an expert critic.

After such preparation she enters the field of teaching with a fair knowledge of the sciences upon which her work is based and with some reasonable skill in the technique itself. Better than these, however, is the fact that she carries into her work a buoyancy and enthusiasm that will make of school not a place of pain and drudgery but one where life may be "lived more abundantly with each passing day." Recently a principal, a grandmother over sixty years of age, told the writer of having a young and attractive "flapper" sent to her to teach second grade by a superintendent who had always adhered to the practice of hiring only experienced teachers. After observing the work of the teacher for some weeks, she said to the superintendent who was worrying about the possible efficiency of such a person, "She may not know all the devices for teaching arithmetic and reading, but I want to assure you that for the first time in fourteen years I have seen children love to come to that room in the morning and hate to leave it at night and I believe that she is teaching those children something with their subject-matter that is not to be measured by tests." She was right for it would take years of poor teaching to eradicate the joy that those children were receiving from working with such a teacher. Glorious will be the day when every normal child will leave the primary grades with an intense love for school. Then the work will have been done better than ever before because it will have been the concrete realization of the happy, purposeful activities of childhood. Best of all the child will look forward to further education with an enthusiasm and joyful anticipation now too seldom felt.

M. J. WALSH.

Teacher Training in the South

LUCY GAGE

George Peabody College for Teachers

PUBLIC school education in the South is still young. College and secondary education has led with elementary schools as the last phase to be stressed. Until very recently, many states had not legalized public approval of the six-year-old child attending public schools.

This fact must be linked up with the traditional isolation of plantation life, coupled with the understanding that most of the southern states, relatively speaking, are still sparsely settled. We have wide spaces and vast acreage with no great number of large urban centers. This is a telling economic factor, and topographically speaking this may explain why the kindergarten child has been a negligible factor outside of the so-called mill towns and a few industrial and city centers.

He has not yet entered the public consciousness as a definite social responsibility, except where industry patronizes him as a member of the mill community, or the pressure of a more up-to-date city system has demanded kindergartens. In other words, kindergartens are still largely of two classes in the South, either fostered by philanthropy or industry, or sustained as a private enterprise. In many cases the workers and their work have not been standardized to meet the necessary professional qualifications.

To verify this, we may illustrate from several states. The state of Kentucky,

outside of Louisville, has one other kindergarten center, Lexington, with a recent introduction of a kindergarten in the State Teachers College at Bowling Green. Tennessee has one city with public kindergartens; Knoxville, one public school kindergarten at Kingsport and strong prospects in the near future for introduction of kindergartens into the public schools of Memphis. Alabama has Mobile; Louisiana has New Orleans and a recent kindergarten introduced at State Teachers College at Natchitoches. South Carolina has Charleston; North Carolina has Asheville; Georgia has Atlanta; Mississippi has a few scattered kindergartens and a nursery school at Jackson. Florida has more public kindergartens in more towns than most southern states.

With this statement of facts as to existing conditions, the agricultural and rural South may be a challenge to the urbanized development of the kindergarten in other parts of our country. The training problem must necessarily address itself to the most evident needs and transfer its emphasis to the lower grades by liberalizing elementary school practices, introducing students to a fuller comprehension of the young child's demands such as the kindergarten has long recognized. In other words a common training is offered at George Peabody College for Teachers for kindergarten, first, second, and third grades. Common ideals, common purposes and

outlooks with a direct and conscious continuity necessary to hold the early elementary training as a unit. This at once convinces the lower grade teachers in training of the need of reaching farther back into the life of the child and in many instances the student has been led to intelligently undertake the work with the four and five-year-old child. This was the case in the teachers sent by us to Bowling Green, Kentucky, and Natchitoches, Louisiana State Teachers Colleges. Many supervisors and principals of elementary schools elect our classes and a more comprehensive and sympathetic view point is carried away toward the young child and its needs.

The overloaded teacher in the many crowded conditions of first grades clearly defines the need of the kindergarten and this is our purpose to work from the overcrowded early grades back to the rights and needs of the preschool child, as well as six, seven, and eight-year-olds.

In order to bring this into the field of consciousness of all early grade teachers we have departed from the fundamental course known as "Early Childhood Education" long enough to set up a laboratory school room on our campus for early childhood education.

We have appropriated a small building known as the "Green House," beautifully located amid trees and gardens, quite ideally situated for the students to visualize and realize the possibilities of four walls, with two small adjoining rooms, one with running water—one for wraps and storage. The problem is for the students to take this empty building and set it up for the education of children from four to eight years of age. Committees are suggested by the class. One known as "taking stock"

committee, reports back to the class the most outstanding needs. Usually this is the first item. "It must be cleaned." A group volunteers to do this the following Saturday. One student remarks "Why do we have to do this ourselves? Why can't we have the janitor do it?" "Because it is a liberal education in knowing how to direct janitors later on if we ourselves live through the processes." Four, five, or six working centers quickly suggest themselves after we arrive there as a class. The playground center, the garden center, including window boxes, bird baths, bird houses—the chicken center, the wood working and construction center, the sewing center, the English center, the art center. Soon these groups are organized around some working ideas in these various centers. The room is not only clean, but attractively set up—low shelves, low tables, child-like books and pictures; nearby home-made play apparatus is being built, which includes see-saws, swings, walking boards, climbing posts, low fences, etc. all made by the students. We find a group busily planning and executing a cement pool to care for water life, plants and animals. Banked near this pool is a wild flower garden; not far away a bird bath made from cement (with a cheese box for frame) is attracting bird life. Around this we see a growing bed of iris.

Work in the garden becomes serious—peas, beans, lettuce, radishes, onions, and flowers are being weeded and hoed. The old hen is daily watered and fed; her coop is whitewashed and kept sanitary; a comfortable yard is wired off for her and her expected family. Indoors clay modelling of bowls for flowers—a full sized train with lemon box chairs for seats—another group is setting up a florist shop, another group arranging

books, pictures, bulletin boards, printing outfit yields stories of the garden, the mother hen, the train—these become the point of departure for reading.

Daily conferences and check-ups are held with the students. Their problems and difficulties become significant as teaching opportunities. The students themselves keep records of their experiences in clay, wood, cement, care of garden, care of chickens, familiarity with childrens' books; records are made of their changed attitudes, habits, skills, and knowledges on individual charts.

It has been so well said that in training of teachers we can no longer be content to give textbook assignments and library references in education, unless we supply a situation that gives color and meaning to what we study and what we read.

This laboratory schoolroom, we believe is supplying this need at George Peabody College for Teachers, previous to direct participation with the children. When the group is satisfied with the set-up, we invite the children from the Demonstration School to visit us, the teachers in training becoming the intelligent observers of child response.

Each year the school room is cleared and the incoming class inherits only the most permanent set-ups, such as bird baths, pool, certain playground apparatus, etc. This offers a tangible, live situation for education of teachers of young children and emphasizes that the necessary reach from kindergarten to third grade as far as schoolroom stimulation is concerned, is not a difference of kind but only a difference of degree.

TOAST TO THE SCHOOL

By JOY ELMER MORGAN

LET us magnify the free public school; founded in the idealism of our pioneering forefathers on the Atlantic Seaboard; nurtured on the black soil of the central plains; raised to lofty heights of purpose and achievement in the mountain and Pacific states; now recognized everywhere as the chief servant of democratic life; America's choicest gift to civilization; blood brother of the home; necessary companion of a realistic church; the very foundation of an efficient democratic state; a chief concern of every citizen; the birthright of every child; the hope of a better tomorrow.

In the faith that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who work in the schools that youth may be lifted up. Let us draw the keenest minds, the noblest hearts, the finest spirits from among our young into the teachers colleges; let us train them well according to their gifts and send them forth inspired with their sacred mission; let us reward them with salaries adequate for the good life, with security of tenure and provision for their later years.

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and, by the grace of Almighty God, setting our faces toward the morning, let us dedicate ourselves anew to the service and the welfare of childhood.

Record Keeping

LOUISE M. ALDER

State Teachers College, Milwaukee, Wisconsin

OUR progressive school of to-day is in marked contrast to the one which our students, now in training, attended as children. The freer atmosphere, the child initiative, the activity, the play element make a strong appeal to young students. Unless there is very careful guidance in evaluating children's activities together with their habits, attitudes, and achievements, freedom may degenerate into license, and child expression and initiative lead to trivial and unorganized activities which fail to arrive at results which are developing to the individual, which challenge him to put forth his best efforts, and which have definite social values.

It is unsafe to train student teachers in progressive schools unless we give them careful guidance in checking results of children's activities by means of tests and by the keeping of records to aid them in estimating what is being accomplished in the development of the individual child and of the group. The student needs to be helped also to analyze her records to determine where she needs to make changes in the materials, the curriculum or the methods which she is using with the children in order to secure more satisfactory results.

The teacher who is succeeding with modern methods is the one who has the mind of the scientist, that is, an open, unbiased mind which is seeking the truth, one that is willing to experiment

and able to study and analyze results as they show themselves in the development of the children. She is willing also to modify her work as changes seem to make for greater development on the part of the children.

We at State Teachers College, Milwaukee, are seeking to train each student teacher to look upon her classroom as a laboratory for children's work and play and for her own thoughtful teaching. We are seeking to form in her the habit of studying and recording honestly and with an open mind the results of her guidance and of the setting she has helped to create. Recording the results of her experiments in teaching leads her to interpret the value of them more fully and to determine what should be the next step in the process. It helps her also to know what subject matter, what equipment, and what responses of hers are bringing promising results.

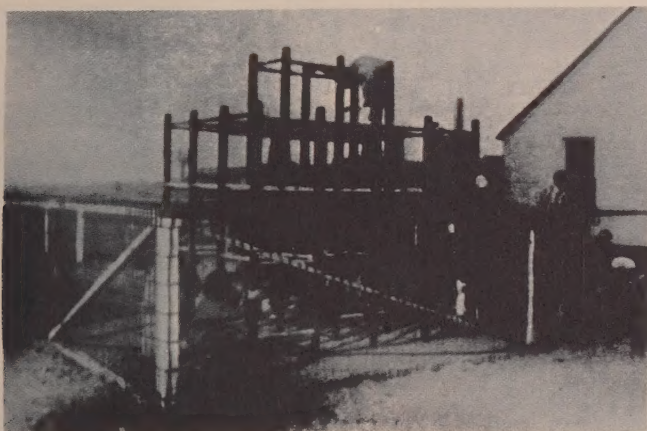
Students in our school have a minimum of eighteen weeks of half-day practice teaching. Those who are graduating from the three and four-year courses have an additional nine weeks of practice,—in the kindergarten if their major teaching has been in the primary grades, and in the first grade if they are fitting themselves to be kindergartners. Teaching is carefully graded, students progressing by stages from observation through participation to responsible teaching, and from the simpler, less exacting phases of teaching

in which they help children to grow in certain skills to those more difficult phases in which children are guided in creative work.

RECORDING CHILDREN'S REACTIONS IN A GROUP

Students need careful training in analyzing a learning situation and in recording significant phases of it. Before the students begin their actual teaching they are guided by the supervisor in making group observations and record-

ing with her class. She then sends them to the library to write their records and meets with them later in the day to discuss these. She gives definite training in the technique of recording, helping them to recognize which notations are significant in analyzing the situation, which ones can be eliminated as unessential, how to give evidence to prove a general statement and how to organize data and to express concrete material in the fewest number of words. She also assigns reading which bears not only on



RECORDING MOTOR ACHIEVEMENT IN THE NURSERY SCHOOL

ing the results of these. The supervisor, during the first week, meets her students twice each day. In the first conference she helps them to determine what they shall study and record in their observation,—that is, what phases of reactions on the part of the children will be significant for them to note. Attention is directed during the first week to children's reactions to a given situation. The first observations are usually short including only a single type of activity. The supervisor is present, studying and

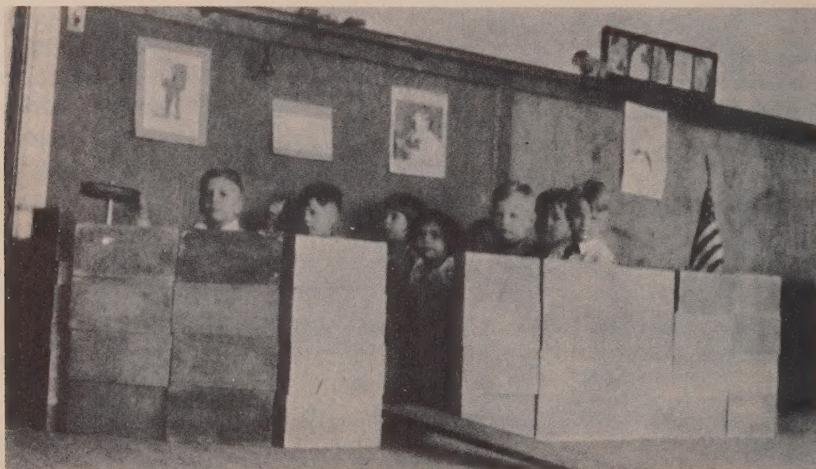
the activity observed but, wherever possible, upon the technique of recording.

At the beginning of the second week students are sent to the schools in which they are to teach and, under the supervision of their training teacher, make a study of this group of children, and of their reactions to their situation and to the technique used by the teacher. Students are asked to study and to record especially children's activities in the period in which they will first do responsible teaching.

INDIVIDUAL RECORDS

Our students must learn to think of education not only in terms of children's reactions within a group, but also in terms of meeting the needs and difficulties of each individual child, understanding him and stimulating him until he expresses himself at his best and develops his capacities to the full. Each student is asked to select one child who presents some problem of deviation from the group since the difficulties of such a

carefully to note the result of these changes in the child's reactions. She must be trained to base her judgments not upon opinion but upon actual evidence. She must learn to be critical of the child only for the purpose of finding out what can be done to improve his reactions. She must never be satisfied to stop after learning what is the matter with the child; she must take the next step and must determine what is the matter with the school environment as far as this child is concerned, what



RECORDING BLOCK-BUILDING AND HABIT BUILDING IN THE KINDERGARTEN

child are thrown into high relief. She makes a detailed record of him, finding out all she can of his physical life, his home conditions, his reactions to previous school and playground situations. Her observations extend through her term of teaching, and she is asked not only to analyze and determine the cause of this difficulty but also to suggest remedies, and, if possible, with the approval of the training teacher, to produce changes in the setting, the curriculum, the method or material used and then

changes she herself can make in her own attitude or in her way of handling the situation.

DATA FOR REPORT CARDS

Our students are trained also to assist with the making of less extensive individual records of all of the children in the group for which they are responsible. Report cards are sent home to the parents even for kindergarten children, four times each year. The cards or sheets contain on one side the child's

achievement in each of the various school activities and on the other side the teacher's rating of him in respect to those characteristics which make for good citizenship; social, ethical, and moral traits; mental traits; and habits of work. Our training teachers have evolved varied ways of collecting and tabulating data on which to base these reports. Some make entries on a chart, or in a notebook, dating these whenever they have some definite evidence of a trait or an achievement which helps them to understand a child. Others keep at hand, often in their pockets, a small scratch pad on which they quickly make notation with evidence, when this will not in any way interfere with the activity of the children. These small sheets are, at the end of the day, placed in front of the child's card in the card catalogue for the group. At intervals summaries deduced from these sheets are entered on the cards. Our students are trained to know what it is helpful to record, and

that there must be a continued following up and reporting upon progress of each difficulty. The stating of a difficulty implies a responsibility to help the child overcome this weakness. Students work with the training teacher as she studies her records, makes out her report cards, and writes helpful comments to the parents.

RECORDS IN THE NURSERY SCHOOL

Our department has this year been made a nursery-kindergarten-primary department by the addition of a nursery school, partially supported by a philanthropic organization. Nursery school teachers have received more careful and detailed training in scientific observation and recording than any other group of teachers. Our student teachers, therefore, in the nursery school receive training in studying and in helping to keep and to use a variety of records. Among them are the following:

Name: Smith, Ruth.

Food Record.

DATE	TIME CONSUMED	HELP RECEIVED	DIFFICULTIES	REMARKS
Feb. 6	27 minutes	Pushed food to center of dish	No difficulties Appetite good	2 desserts, baked banana. Very untidy. Spilled food on bib and cloth

Name: Abbot, Mary. Age, 2 years, 4 months.
Observer: St. John.

Play Period.

PLACE DATE	INTEREST SPAN	MATERIAL	ACTIVITY	REACTION TO CHILDREN	REACTION TO ADULTS	REMARKS
Outdoors Feb. 6	1 hour	Small wagon, pebbles, shovels	Shoveled stones into wagon and emptied them out. Sometimes used shovel, sometimes hands. No other material used	Showed no interest in children	No interest shown in adults	Adjusted well after her long absence. Did not cry

Name: Brown, Jack. Age 3 years, 2 months.

Music, Rhythm, or Story Period.

DATE	JOINS GROUPS	TYPE AND EXTENT OF PARTICIPATION AND APPRECIATION		
		Rhythms	Songs	Stories
Feb. 6		No interest in rhythms	Liked Zoo song	Listened attentively to "Kitten that forgot to Talk" Asked for "Three Bears"

The value of this recording is not confined to the practice teachers in the nursery school, for all those enrolled in the course in nursery education have a share in keeping and analyzing the last two records in order to understand problems in the guidance of children from two to four.

Records in our other groups vary from time to time, as the teachers in charge feel the importance of a given type of study for the sake of better guidance of their children or for a more intelligent appreciation of the problem by their student teachers. Our training teachers feel it wiser to gather more careful data in a single field than to scatter their efforts over so wide a field that they become haphazard in all their judgments.

A few types of records which our student teachers in one room or another are helping to keep, follow:

SAMPLES OF RECORDS FROM OUR FOUR YEAR KINDERGARTEN

	EVIDENCES OF SELF-CONTROL	SPONTANEOUS THOUGHTFULNESS AND INDEPENDENCE
Mary	Bumped head on door, rubbed it, but did not cry	Helped Phillip pick up crayons when he upset them

A tentative list of habits the four-year-old kindergarten hopes to have established by the end of the year

There are listed many specific habits under each of the following headings:

- I. Those pertaining to motor skills and activities.
- II. Those pertaining to social-moral activities.
- III. Those pertaining to mental ability.
- IV. Those pertaining to the emotions.

Students help to record evidences which make the later checking of this chart possible. This recording directs the attention of students to desirable habits and causes them to work more consciously for their formation.

SAMPLE OF RECORDS IN OUR FIVE YEAR KINDERGARTEN

Because she found her student teachers so often deaf to the "leads" or suggestions made by the children, one of our training teachers had her students record all "Suggestions for Activities" coming from the children, and the uses which were made of these by other children and by the teacher.

Another teacher of a five year group has had her student teachers help her record children's appreciation of stories and poems as indicated by the spontaneous requests which they make for these. Notation is made each time a story or poem is chosen by the teacher and also each time it is chosen by the children. The latter's apparent appreciation of it is recorded as are also any spontaneous remarks which are made concerning it. This record is being kept for the purpose of determining the types of stories and poems which children of five appreciate most, and their reasons

for doing so. Students record also the stories and poems which children create.

SAMPLES OF RECORDS FROM OUR
FIRST GRADE

One of our teachers of the six year group felt that her students were not conscious enough of children's nature interests and asked them to record all statements and questions coming from

definitely for the formation of right reading habits. She therefore asked her student teachers to keep the following record:

Individual Record of Reading Work

Vocabulary
Speed
Comprehension
Books or Stories read
Habits to Establish



RECORDING CREATIVENESS AND SKILL IN THE FIRST GRADE

the children which indicated their curiosity and interest in this field. The students were led by this record to a much broader and more extensive curriculum of nature experiences.

The same first grade teacher realized that her student teachers needed to be helped to analyze the reading ability and the difficulties of children in her group in order that they might work more

Reads in phrases or short sentences
Keeps the place
Reads without pointing
Has no lip movement
Has quick recognition of words, etc.
(Habits checked need special emphasis)
Special Needs of Child

How to meet these needs

Individual Record-Plan for the Work Period

During the conference which follows the work period our student teachers not only consider with their groups the accomplishments

of today, but often guide in making plans for taking the next step tomorrow. Since, therefore, the work in which the children have engaged today often determines the activity for the following day, our training teachers have found that the writing of the Individual Record-Plan for each child in the group is a very satisfactory preparation to aid students in guiding children who are engaged in a variety of activities. Some such outline as the following is used by student teachers in our five and six year groups. This type of preparation is discontinued as students learn to think successfully in terms of children's needs.

the end of the week. Since many of the kindergarten and first grade activities are small group interests and are not related to large units of work such headings as Social Experiences, Nature Experiences, Work and Play with Materials, etc. are used.

In our second grades a large unit of work usually plays an important part in the record, other activities finding their motive in helping to carry forward this large unit. The following is a



RECORDING MULTIPLICITY OF RESPONSES TO FIRST GRADE FARM EXCURSION

Record of Work Carried on Today

1. Activity
2. Evaluation of Activity (in terms of habits, attitudes, knowledge or skills)

Tentative Plan for Tomorrow

1. Activity which you expect will be carried on tomorrow
2. Steps which you may take to bring about desired changes (in imagery, in technique, in habit of work, etc.)

CURRICULUM RECORD

It is important that students keep a record of the succession of experiences which the children are having, jotting down the activities each day and summarizing them in brief classified form at

sample of one of our second grade records:

Record for Unit of Work

Unit of Work

Planning and Executing

Language

Writing

Spelling

Reading

Arithmetic

Other Activities

Habits, Attitudes, and Ideals

Keeping such records of children's activities gives our students more insight into the experiences of their group, and the educational outcomes of these.

"Experience in recording is experience in Seeing." Students are led to analyze the various activities to see if any part of them is too fragmentary, if there is continuity of development, and children are gaining sufficient experience with each type of activity, or if any is unduly neglected. They are led to ask also as to what information, attitudes, and skills are being gained in carrying forward children's activities.

CONCLUSION

So many different types of recording have been mentioned that it might appear that our students have time for little else than this phase of the work, but such is not the case, for no student keeps all of the types of records suggested here, nor does she work on many at the same time.

Care is taken to see that the form of recording is as brief and practicable as possible, making no undue demands upon the students' time, for we wish our graduates to feel the feasibility as well as the importance of keeping records,

both individual and curriculum, in their public school positions.

One of the habits which we seek to establish by means of this training in recording is a scientific attitude of mind, one that looks upon teaching as a carefully planned experiment, notes the results of the experiment in terms of children's growth and makes changes in the learning situation for the sake of better results.

Such a type of teaching is possible only if the teacher has an intelligent, an open, and a well trained mind. We need to make concerted effort throughout the United States to attract to the teaching of young children the brightest and most promising young women in our High Schools, the majority of whom are today entering college to prepare themselves for teaching in secondary education. More of these young women with high ideals of service must be helped to see the teaching of young children as the most interesting, important, and challenging scientific problem which confronts us today.

TEACHERS CROWD YALE COURSES IN EDUCATION

Teachers do not stop learning when they start teaching. it is shown by the statistics of the Yale Department of Education. In the seven years of the department's existence over 2,250 teachers have enrolled. The attendance for this year is expected to be over 600. These teachers attend courses especially provided for them on Saturday morning and late in the afternoon. In addition to subjects of special interest to teachers, superintendents of schools and principals are given courses in modern educational trends. Teachers who have not had a college education are allowed to take courses in English, economics and sociology. mathematics, Romance languages, the fine arts and public health.

Controlled Observations

ROWNA HANSEN

Western State Teachers College, Kalamazoo, Michigan

ONE of the critic teachers' first problems with a beginning teacher is to help her to become an intelligent observer.

Assume that the student has had and is taking certain required courses in theory and subject matter. Having had no teaching experience, she has not learned to evaluate a piece of teaching. Until she has learned to become alertly discriminating, she profits little by watching another person teach. She should be exposed to the teaching of a number of different persons,—hear discussed the several angles of purposes with the person who did the teaching,—learn to do her own thinking,—be given an opportunity to experiment under guidance rather than dictation.

The supervisor will want to acquaint herself with her students individually. The first lessons observed can well be reported orally in individual conference.

Two students observe the same lesson. One merely itemizes the procedure of the lesson and thinks "It was nice." The other asks, "Did Miss —— have any reason for not giving Billy a little help when he was struggling to express himself?" "What would have happened had Miss —— changed her plans and taken the children outdoors to hunt for bird tracks in the snow when Jean asked if they might, instead of reading them another poem?"

One student "listened in," the other

observed. It may be that the first student had not been in a grade classroom since she completed her elementary education. The other may have "brought up" younger sisters and brothers. It makes a difference.

Both students are enrolled for practice teaching. The supervisor, beginning to appreciate their individual conferences, outlines her problem and plans her next demonstration lessons with the idea of concretely illustrating a few of the early essentials of teaching analysis as she sees them. The wise thing is to have students look for only a few things at first. The lessons given here are suggestive and intended for beginning observers in the early grades.

LESSON A. A WORK PERIOD WITH A CONCERTED MOTIVE

Supervisor's purpose: To have observers see the children at work.

Description of lesson taught:

A group of children who had made numerous articles for a Benefit Sale, were presented with this suggestion by the teacher.

"The Student Council at its last meeting decided to send a box of toys and useful articles to the —— Settlement. The plan adopted was that every child in each grade make one thing that would be enjoyed by a person his own age. Would you be interested in taking part?"

Discussion.

Plan adopted.

"You remember in getting ready for our Sale we talked about the sort of things that

would be practical. You probably have had new ideas since then. This should be considered. Since the Council hopes to send the box on Saturday, decide on something you can finish this week. In making your plans see if we have everything that you will need. When your decision is made tell me what you are going to make so that I can record it on this chart. Members of the Council might want to know what things are being made. Let me know if there is anything I can do to help you."

Outline given observers:

Observe at least two days in succession. It is suggested that in addition to following the work of the group as a whole, that you observe one child closely and make note of the following.

1. Did he seem to do his own planning?
2. How long did it take him to make his decision?
3. Was his choice readily approved by the teacher?
4. Did he see that necessary materials were available before beginning work?
5. Did he work independently or go to the teacher or other children for help?
6. Did he work efficiently?
Use his time well.
Avoid waste of materials.
7. Did he meet any obstacles?
8. Did his interest hold or did he need encouragement?
9. Evaluate the finished product.
Was it the best he could do?
Was he satisfied with the results?
Was the teacher satisfied?
10. Add any further comments.

Follow-up conference:

This type of lesson usually results in a worthwhile discussion. In addition to the usual listing of the values and dangers of the work period, care and use of materials etc., etc., the supervisor stresses such questions as these.

The teacher's purpose in giving the directions herself was to save time and to be assured that each child would have a clear and definite conception of his problem.

Would it have been of more value to have had a member of the Student Council (comprised of older children) present the matter?

The children attended the building exhibit of completed articles. How could this experience be carried back into the schoolroom effectively?

How would the values of this individual type of learning through experience compare with the values of participation in a group enterprise unit?

LESSON B. THE TELLING OF A STORY

Supervisor's purpose: To have observers witness the part played by the teacher.

Outline given observers:

If possible, sit where you can watch the teacher.

Closely observe her voice, manner, facial expression, gestures.

In conference be prepared to discuss the following and give specific illustrations.

What means did the teacher use to secure the interest and hold the attention of the group?

In what way did she give the children an appreciation and enjoyment of the story itself?

How did she handle the outburst of question and comment at the close of the story?

Follow-up conference:

In conducting the conference discussion, the supervisor will show that aside from having carefully selected material well presented, teaching technique plays an important part in the success of a lesson.

She will probably see that such details as these are commented on.

During parts of the story the teacher's manner was highly animated; her voice, merry; her eyes, twinkling; her head tossed back in laughter.

Again, her manner was deliberately calm; her voice, low; her hands quiet in her lap.

Through her manner she largely controlled her group. She laughed with them in enjoyment; when there was a tendency

toward boisterousness she lowered her voice almost to a whisper, the children again listening eagerly to hear what followed.

She drew an inattentive child back into the group by nodding and smiling directly at him.

At an exciting part of the story several children stood and crowded forward a bit in their enthusiasm, she continued the story smilingly and with a quiet motion of her hand waved them back.

When a child interrupted the story with an eager question she nodded recognition and perhaps wove an answer into the story or let her eyes imply, "Wait and see."

There is inevitably a hubbub of enthusiasm and appreciation at the close of a well told story. This is highly desirable and requires skill in the handling.

In conclusion, a person of forceful personality, charm and an enthusiasm that is not a surface effervescence, can add enjoyment to the telling of a story.

A colorless, disinterested person is never a good story teller; the characteristics mentioned can be acquired.

LESSON C. A FORMAL DRILL LESSON

Supervisor's purpose: To demonstrate teaching efficiency.

Description of lesson taught:

Having rapidly accumulated a sight vocabulary, the children repeatedly would say, "See how many words I know."

The demands became so incessant and the enthusiasm ran so high that the teacher attempted to compile lists of words to which she recalled that the children had been exposed in one way or another.

These were printed on flash cards, on the blackboard, on charts, or in envelopes; sometimes alphabetically, sometimes as the names of objects, action words, descriptive adjectives, sometimes grouped according to their source.

The class period was planned with a view toward variety.

The teacher's attention was given to speed in manipulation of material, economy of time, and the organization and supervision of study and recitation groups. Records were kept.

Outline given observers:

The major purpose of this lesson was to work for habits of speed and the rapid taking of directions, rather than review.

In your own way record the material covered and the time used.

Follow-up conference:

In this day of related subject matter would such a lesson as C have any value?

Would the fact that the children asked for it and expressed such satisfaction in it justify the giving of such a disconnected lot of stuff? Do you see any negative possibilities resulting?

Was the time spent by the teacher in preparation compensated?

Can you suggest a better way of giving the children the thing they wanted?

In observing future lessons, weigh their values. Do not accept but challenge their worth.

In Lesson A the children were studied. In Lesson B the teacher was obviously in the foreground. In Lesson C the class procedure was jointly planned and carried out. The three lessons can well be compared as to their value and their place in a day's work.

A skilful demonstration teacher has consciously built up a store of studied device. The student needs to become discriminating. How many of these minute details would the inexperienced teacher see and understand without impersonal discussion?

It would seem that a number of such controlled observations would be of value before a student is required to write observation papers from a formal outline.

Salvaging Spontaneity in Children's Art

AGNES N. DAY

Geneseo State Normal School, Geneseo, N. Y.

IF WE are to send teachers into the field equipped to keep alive children's spontaneous joy of drawing, we need to give them a real knowledge of both children and art expression.

In an attempt to help student teachers study children and their drawings we have tried to give an actual situation which would promote the desire for study and give knowledge along this line. Without knowledge of little children and their drawings the average adult proceeds to criticise attempts in drawing and to hold standards which make children realize their limitations. When students appreciate the value of children's art, they do not demand true coloring and proportion in preference to the spontaneity which is so easily lost and so hard to regain.

The situation which gave us our chance for study was made through a response to story telling. We first studied the child and the stories which might bring, from him, a spontaneous response. Then we looked for a story which would give a possible complete picture in itself. A story of this kind is hard to find.

To meet the need each student wrote a story, keeping our standards in mind,—action, conversation, subject matter of interest, shortness, and repetition. One story was selected. This story was told by the same person to two kindergartens, two first grades, two second

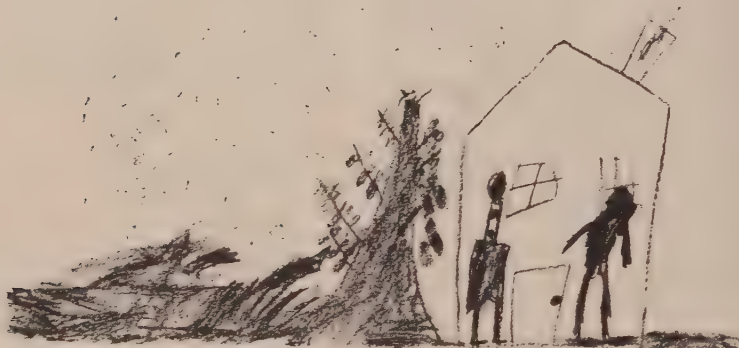
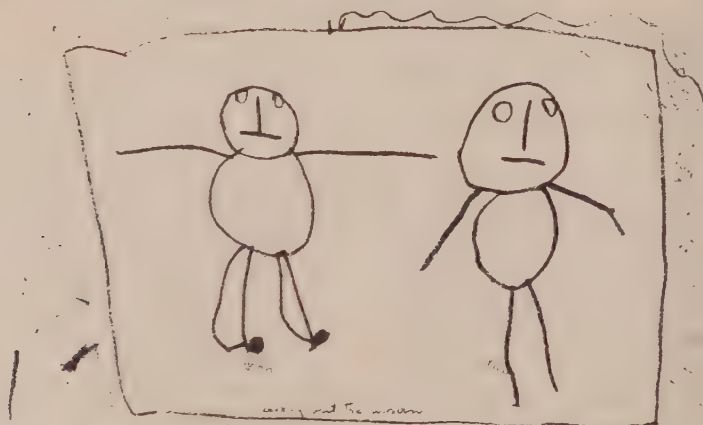
grades, and two third grades. Then it was told to the students.

Each drew or painted a picture which the story had suggested to him. These results were all hung in one room,—kindergarten pictures in one group, first grade in another, and so on. The comparative study of results was stimulating. It was easily seen that children go through stages. The youngest children manipulated the material and gave little suggestion of the story. Other pictures, upon interpretation, contained several ideas. The older children, with their greater ability to handle materials, to listen, and with their longer span of interest, were able to retain and record many details more realistically. The students' work was quite on a level with that of the older children and, although superior in technique, lacked color, originality, and character as compared with the work of these children. The most thought-provoking question brought out through this study was, "Why should there be such uniform ability and progress from kindergarten through the third grade and so little difference between third grade expression and student expression?"

Those of us who have seen this study carried on each semester for several years can begin to predict results. If the older children so soon reach a stage of realism why is it of seemingly vital

importance that the banana be yellow, the bunny white rather than purple, and the man never taller than the house? Any adult, although "no artist," holds

We have proof that group discussion among children helps them to grow at their own pace. From such discussions the need for a directed lesson may result



THE KINDERGARTEN CHILDREN'S RESPONSE

to these realisms. While we are bent on forcing reality and technique, before the children are ready for it, the spontaneity, so universal in children, is gone.

and the help which a teacher should give at the psychological moment may be realized.

If we as teachers could keep alive this

precious spontaneity in the children as they grow older, while still providing growth in skill, would not the desire for

APRIL

John and Mary lived in a brick house at the top of a hill. John often said to Mary, "I



AS THE FIRST GRADER'S SAW THE STORY

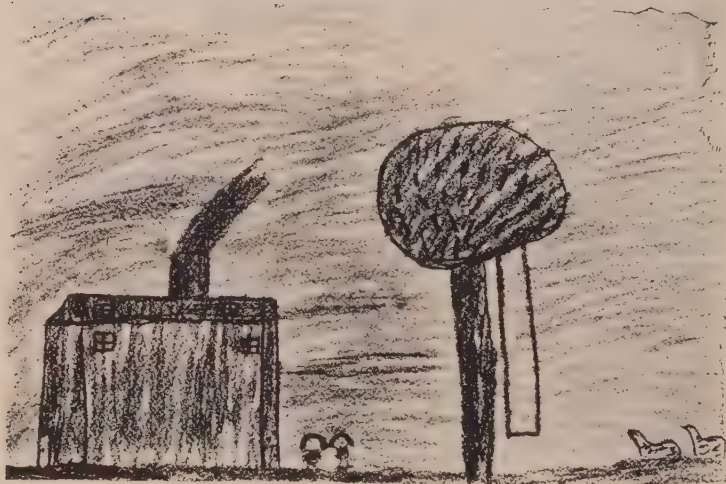
expression and the ability to draw be found more universal in the adult?

The story, *April*, and the accompanying pictures are the results of this study:

think we live in the very best kind of a house. You know about the wolf and the pig—the pig that lived in the *brick house*!" And Mary always said, "Yes, I know. I do think we live in the very best kind of a house."

There was a tall tree right by the corner of the house and a swing hung from a branch. John and Mary both liked to swing but today they were inside, standing soberly at the window with their noses pressed against the window-

swimming in a puddle on the front lawn. The duck said, "Quack! Quack! Its fun to play in the water. Quack! Quack! Its fun to play in the water." John looked at Mary and Mary looked at John and they both said at the same



THE SECOND GRADER'S INTERPRETATION

pane. John said, "I wish it would stop raining. It has rained and rained for days and days." And Mary said, "I wish it would stop raining."

Then John and Mary both saw something. What do you think it was? Their pet duck was

time, "I wish I could play in the water." John said, "I'm going to ask mother." And he ran upstairs as fast as he could. Mary ran after him. They found mother darning stockings. "O mother," John said, "I'm sick of this old

house. I want to go out. Its fun to play in the water." And Mary said, "I want to go too."

Mother sat very still for a minute and then she said, "Why John! I thought I heard you

was tired of the rain herself. Then mother said, "Come and we'll find your rubber boots." So mother helped John and Mary to put on all of their "rain things"—rubber coats, caps and boots. John took his sail-boat and Mary took



WHAT IT SUGGESTED TO THE THIRD GRADERS

tell Mary the other day that you lived in the very best kind of a house." John said, "I do think so, mother, only I'm sick of the rain and of staying in so long." Mother's eyes twinkled because she really understood. She

her little birch canoe and they ran out into the front yard. The duck said, "Quack! Quack! Its fun to play in the water." And John and Mary both said, "Its fun to play in the water."

The Locarno Conference on Teacher Training

DURING the World Conference on New Education held at Locarno, Switzerland in August, 1927, a group meeting devoted to an interesting discussion on teacher training was held. The chairman, Lucile Allard of the Flatbush Teacher Training School, Brooklyn, called upon members from various countries to express their views on what kind of a curriculum future teachers should be given.

Miss Chaplin of Goldsmith's Training College, London, said that a training college should promote the physical and spiritual growth of a student. It should give her child psychology, some practice

teaching, instruction in at least two of the subjects which she must teach, and the knowledge of the children's environment that can be obtained only through supervised home visiting.

H. C. Dent of Sussex, England, who admitted that he had never had a course in how to teach, outlined five years of professional study to be divided as follows:

- 6 months: Practical work, with tests to eliminate those not fitted to teach and to place the others
- 2 years: A background of education: half of the time to be given to literature, and half to educational observation and practice



MEETING PLACE OF THE CONFERENCE

- 6 months: Specialization (infant, pre-adolescent, adolescent, etc.)
- 2 years: Intensive study of the psychology of childhood.

Dr. Petersen of Jena would have the teacher-to-be study the new education and come in contact with the new schools and the new methods. In this connection Henry Harap of The School of Education, Cleveland, emphasized the need of a training college being asso-

Three of the speakers were concerned about the selection of prospective teachers. Mrs. Platt of the London Day Training College demanded a higher standard for entrance to a training college so that society would be assured teachers with a greater cultural background. Beatrice Ensor, editor of *The New Era* wanted not only a better class of Students but also a richer, fuller life for them outside the school after



LEADERS OF THE NEW EDUCATION FELLOWSHIP

(Left to Right): Dr. Ovide Decroly, University of Brussels; Prof. Pierre Boret, President of the New Education Foundation; Mrs. Beatrice Ensor, Editor of the *New Era*; Prof. Eduard Claparede, J. J. Rousseau Institute, Geneva; Herr Paul Geheeb, Odenwaldschule, Germany; Dr. Adolphe Ferriere, Director of The International School, Geneva.

ciated with a progressive type of school that should serve as an observation and practice center for its students. Marietta Johnson of Fairhope, Alabama, believes that a student should *begin practice teaching as soon as she enters the training school*, and that, in addition, she should be given whatever will help her to develop children's creative powers; for example, the arts and crafts, folk dancing, story telling, and nature study.

they became teachers. She also advocated some form of individual analysis that would help a student to find herself. Gillette Hardy, Vice President of the Teachers' Union, New York, stressed the need for teachers who have emotional stability and a wealth of experience. Only those should be admitted to the teaching profession who will, presumably, grow spiritually after they leave the training school; for she

believes that *the training of a teacher only begins in the college*; it must continue after graduation. For advanced professional growth, Miss Hardy suggested membership in a group of master teachers with one of them acting as guide; and for personal growth, membership in a dramatic club, the writing of poetry, or the pursuing of some other cultural activity.

Dr. Nasgaard of Copenhagen was the most radical spokesman of the group. He began by saying that *books are poisonous* and should be destroyed and that structures should be burned. Then, after all the old is cleaned away, he would have the teachers solve their own problems without supervision.

A more scientific attitude was spon-

sored by two great educational scientists from Geneva; Professor Edouard Claparede of The Jean Jacques Rousseau Institute and Professor Pierre Bovet, President of the Conference. The former believes that a student, to be a successful teacher, must learn *to stimulate rather than to teach*. This, he said, requires a thorough understanding of children which only biology and psychology can give. Professor Bovet considers a combination of training and research work with children helpful to the students and to the profession. By this method the students will acquire a scientific attitude in dealing with children and at the same time they will render an actual service to science.

FLORENCE B. EDWARDS.

THE improvement of teaching is the most important means whereby instruction can be improved and is the principal channel through which the public can receive greater value for the expenditure of money for schools. Improvement in teaching on the part of every teacher regardless of training, experience, or native ability is possible for the following reasons:

(a) So much of the practice in teaching is honeycombed with tradition and custom and false educational philosophy and psychology that the task of breaking away from a worn-out past is a huge one.

(b) The art of teaching is so technical that perfection is scarcely ever approached.

(c) The answers to most educational problems have not yet been found conclusively.

SUPT. M. R. KEYWORTH of *Hantramck, Mich.*

A Study of Students' Reasons for Undertaking the Life Work of a Kindergarten-Primary Teacher

HELEN BUTTERFIELD and NORMAN WOELFEL

Maryland State Normal School at Towson

THE public has been asking, "What type of young people are being attracted to the teaching profession?" The moot question of training teachers is, "With what raw material do we begin our molding process in the normal schools and teachers colleges?"

Physical and mental measurements are effective aids in taking an x-ray picture of the entering student. No adequate means of measurement has been devised for *ideals* and *attitudes*. To supply this missing link in the x-ray picture, students have been asked "Why did you choose to teach young children?" Their answers disclose ideals and attitudes toward the teaching profession.

The Chairman of the Editorial Board solicited contributions from leading teacher training institutions having kindergarten-primary courses. Replies came from the following:

The National Kindergarten and Elementary College
San Francisco State Normal School
Louisville Normal School
University of Nebraska
Miss Wood's Kindergarten and Primary Training School
Winona State Teachers College

University of Chicago
Superior State Teachers College
Western Reserve University
Milwaukee State Normal School

The classification of replies was made by writing out in full the reasons that appeared on the papers from the first four schools indicated. These reasons were put together and condensed into about 175 reasons.

To facilitate working, regroupings of the reasons which seemed to involve the same or similar attitudes were made and classification names chosen. (See Charts I and II.)

Replies from the other schools were checked under these classifications and new types added as reasons appeared which could not be classified under any given heading.

The list of reasons evolved in this way and on which statistical data is based follows:

Emotional

Loves children
Enjoys being with children
Makes friends with children easily
Enjoys playing with children
Likes to make children happy
Wants to overcome fear of children
Service ideal (altruistic)

Experience (past)

Experience in teaching
 Had worked with children
 Neighborhood experience with children
 Home experience with younger children
 Interested through Sunday School work
 Interested through testing children
 Vacation experiences—girl's camp, hospitals, vacation playschools, Chatauqua, playground, settlement work

Influence or pressure

Influenced by chums, cousins, sisters, aunts, relatives, kindergartners
 Admiration for teacher
 Mother's suggestion
 Parents sent her
 Could not get into University (too late)
 Book by Froebel

Kindergarten curriculum

Course deals with materials more than subject matter
 Interested in kindergarten and lower grade curriculum
 Likes music and can use it
 Art
 Not monotonous
 Less science required
 No mathematics entrance requirement
 Binds originality less than science and history specialization
 Dramatics
 Easier than University courses

Means to other careers

Interested in social service and child welfare
 Interested in nursery schools
 Wants to study music
 Interested in writing for children
 Wants to write psychology articles for mothers
 Opportunity for personal growth
 Wants to devote life to caring for young children
 Wants to teach dramatic art for children (studio)

Personal fitness

More able to work with little children than with older children
 Thought she could do this better than many other things
 Children's attitudes make work have bigger appeal
 Able to understand children
 Ability to play with children
 Happy when working with children

Physically unfit for course desired

Likes to take charge of things and boss others

Unsuited to academic work

Because she is small

Practical

Good training for general child care

Can earn living by using knowledge acquired

Independent sooner than through University work

Means of independence from family

Remuneration better than some other possibilities

Leaves time for other study (travel)

Positions easily available

Not enough money for other line of study

Future need for specialists

Vacations and good hours

Professional

Interested in children

Always wanted to teach children

Enjoys working with children

Wants to learn how to teach children

Realizes interest and possibilities in work

Preferable to other courses

Interested in progress of kindergartens (education)

Wants to start own kindergarten

Prefers profession to mere job or to nothing

Next choice to another vocation

Easier than uppergrade work

Professional ideal of service

More education wanted

Discipline easier

Scientific

Wants to know more about children

Interested in child development

Interested in experimental work with children

Interested in individual differences in children

Interested in children's creative ability

Interested in children's actions

Interested in child health and nutrition problems

Interested in children's hidden peculiarities

Wants to know more about herself in order to improve her life and her children

Chart I is a comparative analysis of student *replies*. In each school, the number of students giving one type of

reason is compared with number giving number of reasons of each type from one each other type of reason. Graph I school is compared with number given

CHART I

TYPES OF REASONS	SCHOOL I	SCHOOL II	SCHOOL III	SCHOOL IV	SCHOOL V	SCHOOL VI	SCHOOL VII	SCHOOL VIII	SCHOOL IX	SCHOOL X	SCHOOL XI	SCHOOL XII
	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent
Emotional.....	67	147	100	42	78	94	140	5	75	100	65	70
Experience (past).....	11	14	43	38	20	12	9	55	37	33	4	28
Kindergarten curriculum.....	4	66	17	35	15	41	13	6	38	42	34	26
Influence or pressure.....	4	5		21	15	18	46	20	23	25	6	14
Means to other careers.....	5	9		7	9		2	10	26	17	9	9
Personal fitness.....	10	47	117	14	28	41	4	5	37	42	71	33
Practical.....	13	9	10	35	20	6	4	45	110	8	17	33
Professional.....	81	114	93	111	106	129	140	120	132	133	154	111
Scientific.....	11	66	40	22	42	41	90	20	35	58	69	31
Number of students replying.....	135	21	30	144	54	17	15	20	65	12	35	548

Chart I shows that 67 per cent of the students replying (from school I) gave emotional reasons, 11 per cent past experience reasons (70 per cent of the total number of students replying gave emotional reasons).

CHART II

TYPES OF REASONS	SCHOOL I	SCHOOL II	SCHOOL III	SCHOOL IV	SCHOOL V	SCHOOL VI	SCHOOL VII	SCHOOL VIII	SCHOOL IX	SCHOOL X	SCHOOL XI	SCHOOL XII
	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent
Emotional.....	24.0	8.0	7.7	15.8	10.8	4.1	5.4	2.6	12.6	3.1	5.9	19.8
Experience (past).....	9.6	1.9	8.3	35.2	7.0	1.2	2.5	7.0	15.4	2.5	8.8	8.0
Kindergarten curriculum.....	3.4	9.6	3.4	34.5	5.5	4.8	1.3	8.2	17.2	3.4	8.2	7.4
Influence or pressure.....	7.6	1.2		37.9	10.1	3.7	8.8	5.0	18.9	3.7	2.5	4.0
Means to other careers.....	13.7	3.9		19.6	9.8		5.9	3.9	33.9	3.9	5.9	2.6
Personal fitness.....	7.2	5.3	9.4	14.4	8.3	3.8	3.3	7.7	13.3	2.7	13.8	9.2
Practical.....	9.4	1.1	1.6	28.4	6.1	0.5	3.3	5.0	40.2	0.5	3.3	9.1
Professional.....	18.0	3.9	4.5	26.4	9.4	3.6	3.4	3.9	1.9	2.6	8.9	30.8
Scientific.....	8.9	8.1	6.9	18.0	13.3	4.0	7.2	2.3	13.3	4.0	13.9	8.8
Total number reasons given.....												1,949
Number of students replying.....	135	21	30	144	54	17	15	20	65	12	35	

In chart II, 24 per cent of all emotional reasons come from school I, 8 per cent from school II, etc. (19.8 per cent of all reasons given were emotional).

represents the comparison in profile form.

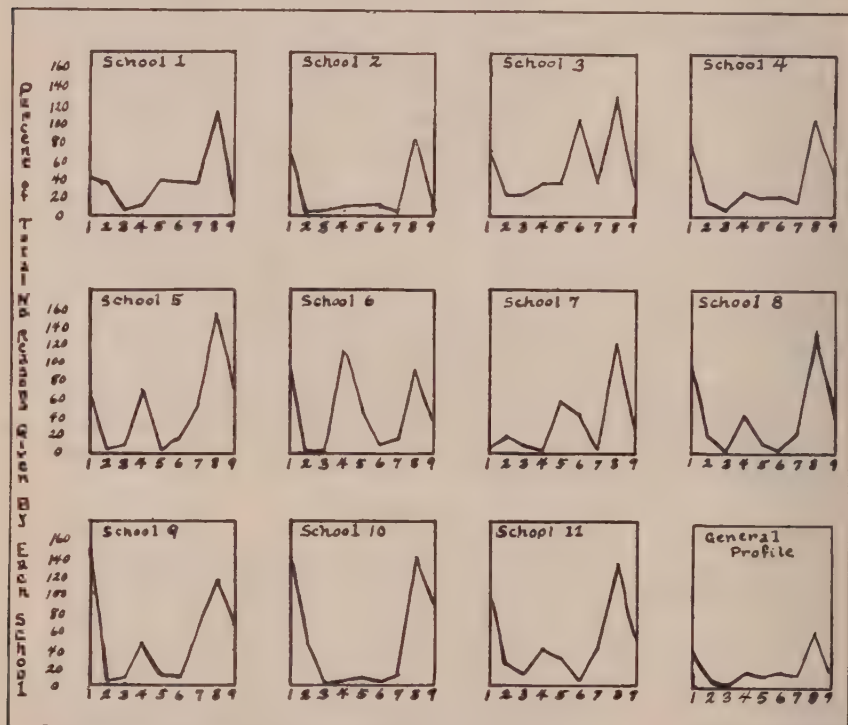
Chart II is a comparative analysis of reasons given in student replies. The

from each other school in the study. Graph II is a composite picture of subjective and objective reasons from all schools.

You will note that professional reasons win first place and emotional reasons second. It might be expected that graduating students would have the

study is that the students' attitude is a reflection of the professional and social conditions which the school controls.

Since no questionnaire was sent, the



GRAPH I. PROFILES OF THE SCHOOLS REPRESENTED IN STUDY DRAWN ACCORDING TO REASONS GIVEN FOR CHOOSING KINDERGARTEN-PRIMARY TRAINING COURSE

Note the General Profile

Rough Scale moving from subjective to objective reasons: (1) Emotional, (2) Influence or Pressure, (3) Means to Other Careers, (4) Personal Fitness, (5) Past Experience, (6) Practical, (7) Kindergarten Curriculum, (8) Professional, (9) Scientific.

Note: These profiles are based on the *total number of reasons* given by each group. Since in many cases each student gave several reasons it is clear that one school may have 100 per cent of emotional reasons, 117 per cent of personal fitness reasons, and various percentages of the other reasons.

professional attitude but does it not seem a little surprising that beginning students should be thus endowed?

The outstanding deduction from the

answers seem to be somewhat influenced by the instructor who gave the question and by the immediate environment. For the help of those who wish to make

a more objective study of entering students, the authors have prepared the following suggestive questionnaire:

strongly represent your own reasons. If you have still different reasons from any of those listed, please add them on at the end after you have followed the above directions.

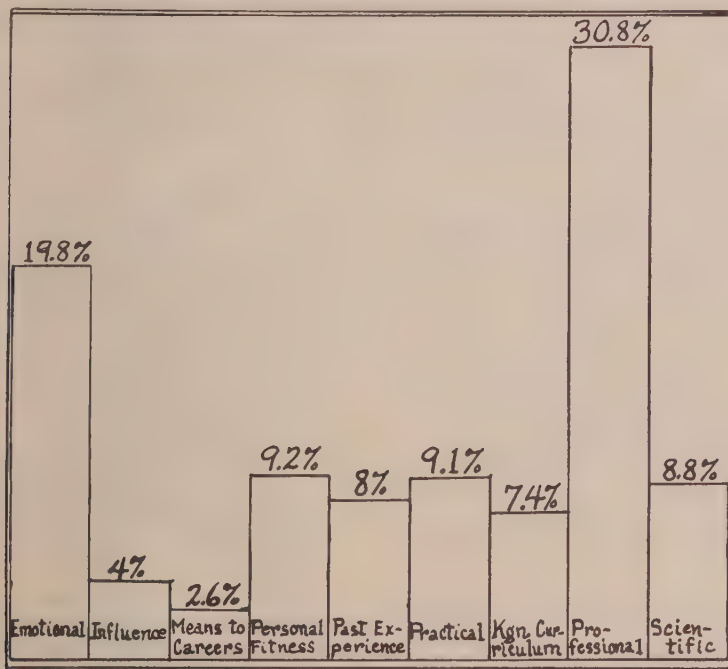
A QUESTIONNAIRE

Why Did You Choose to Take the Kindergarten-Primary Course?

A study is being made of the reasons why young people preparing for a professional

I

1. Strong liking for children
2. Training in child care will always be helpful
3. I consider myself able to understand children
4. I am interested in children



GRAPH II. A ROUGH SCALE MOVING (LEFT TO RIGHT) FROM SUBJECTIVE TO OBJECTIVE REASONS FOR CHOOSING THE KINDERGARTEN-PRIMARY TRAINING COURSE

1949 replies were received from 548 students in 11 different schools

career in universities and normal schools select kindergarten-primary course of study. You can aid materially in this study by indicating on this sheet the real reasons which motivated your own choice.

Directions: To aid in the tabulation of returns from various institutions 54 reasons miscellaneously arranged are presented below. You are requested to underline and *check* the one or two reasons in each group which most

5. I want to know more about children
6. I have a special interest in social service and child welfare

II

7. External circumstances account for my choice
8. I have done Sunday School work
9. There is less science and mathematics required
10. Desire to play with children

11. It will enable me to become independent early
12. I am happiest when working with children

III

13. I want to learn how to teach little children
14. I am interested in child development
15. I am interested in nursery schools
16. My parents sent me here
17. I have had home experience with young children
18. I like music and can use it in kindergarten work

IV

19. Desire to make children happy
20. It allows me a great deal of leisure time for study, etc.
21. I am better able to work with little children than with older children
22. I have always wanted to teach children
23. I am interested in experimental work with children
24. I want to write for children

V

25. I have relatives who are kindergartners
26. I have substituted in a kindergarten
27. The work is not monotonous
28. Easy for me to make friends with children
29. Remuneration is better than some other occupational possibilities
30. I can do this type of work better than others

VI

31. I realize the interest and possibilities of the work
32. I am interested in individual differences in children

33. I want to continue my music study
34. It was my mother's suggestion
35. I have had neighborhood experience with young children
36. There are opportunities for art work

VII

37. Desire to overcome fear of children
38. Positions are easily available
39. Childrens' attitudes have a very great appeal
40. This was my next choice to some other vocation
41. Children's actions interest me
42. I want to write about children for mothers

VIII

43. I have great admiration for a certain teacher who influenced me
44. I have done summer work with young children
45. I am interested in the kindergarten curriculum
46. Desire to help children
47. It requires less money than other lines of study
48. I am unsuited for academic work

IX

49. This work is easier than upper grade work
50. I am interested in children's creative activity
51. This work offers large opportunities for general personal growth
52. I was influenced by chum, cousin, or sister
53. I have had experience in teaching
54. This course deals more with materials than with subject matter

KEY TO ABOVE QUESTIONNAIRE ON REASONS

Classified as:

Emotional, Nos.....	1, 10, 19, 28, 37, 46
Practical.....	2, 11, 20, 29, 38, 47
Personal Fitness.....	3, 12, 21, 30, 39, 48
Professional.....	4, 13, 22, 31, 40, 49
Scientific.....	5, 14, 23, 32, 41, 50
Means to other Careers.....	6, 15, 24, 33, 42, 51
Influence or Pressure.....	7, 16, 25, 34, 43, 52
Past Experience.....	8, 17, 26, 35, 44, 53
Kindergarten Curriculum.....	9, 18, 27, 36, 45, 54

In Memory of Helen G. Dwyer

"One thing have I desired, that will I seek after, that I may behold the beauty of the Lord and enquire in His Temple."

IN THE passing of Helen G. Dwyer, Director of the Fabre School, Belmont Hotel, Chicago, the educational field of the Central States suffers a distinct loss. Miss Dwyer was an ardent lover and student of nature, a true "enquirer in His temple." She was also an understanding teacher and a vigorous apostle of the rights of children to self expression. Her broad culture, knowledge, and interests inspired wholesome activities and high ideals in all who came under her leadership.

Her teaching experience includes work at Hull House, Chicago, kindergarten teaching and supervision in Evanston, kindergarten teaching in St. Louis, and teacher-training in the Chicago Elementary Teachers' College. She was at one time president of the Chicago Kindergarten Club, was later an organizer and member of the Board of Directors of the Central Council of Childhood Education and chairman of the Chicago branch of the National Council of Primary Education.

Her most recent accomplishment was the establishing last September of the Fabre School where she hoped to work out her most cherished educational ideals. Her friends hope to continue this school as a memorial to her. What more fitting memorial could there be than the continuance of her influence upon the minds and hearts of children?

ALTA ADKINS.

It is a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness, of speaking a true word or making a friend.—*Ruskin*.

Progress in Russian Kindergartens

VERA FEDIAEVSKY

Moscow, Russia

WITH the advent of the revolution, the kindergarten in Russia began to occupy a new place. The education of young children was recognized to be an institution of state importance. The network of kindergartens began to spread. There are at present, in the Union of Soviet Socialist Republics, 1366 kindergartens. Moscow is at the head of the movement. 12,000 children are served here by kindergarten. This makes about 11 per cent of Moscow children, whereas in the entire Union the percentage of children in kindergartens amounts to merely 1 per cent.

Before the revolution there were only twelve public kindergartens and several private ones in Moscow. There are two hundred and twenty-four public kindergartens now. For the most part they belong to the city and are administered by "Mono," which means the Moscow Board of Education. There are fourteen children's homes (for boarders) and two experimental ones besides.

There are also some children's rooms attached to clubs and several private kindergartens.

Last summer the Moscow Board of Education organized sixty-six temporary playgrounds in the city.

Such are the statistical data.

It is to be noted that the *age of the children in kindergartens of Soviet Russia is from three to seven years*. The kindergarten has usually three groups of twenty-five children each.

What is the main feature of the modern Moscow kindergarten? It is its connection with a factory.

The kindergartens in Moscow are distributed at the outskirts of the city where manufacturing plants and workshops are located. In this way they are organized for the use of the workers' children. The connection with the factory is twofold: financial and organizational.

What does the financial connection mean?

Often the factory, in addition to the city and the parents, takes a large share in the maintenance of the kindergarten. The factory contributes the building, its heating, lighting, and often supports the summer colonies of the kindergarten. Last year 4,000 children were taken out of town for the summer. The city gives on the average 176 roubles (\$88.00) a year for the maintenance of a child in the kindergarten. The parents supply the balance for the children's food.

How is the relation in organization between the kindergarten and the factory realized?

Since workers' children require the use of a kindergarten during the entire year, the kindergarten is functioning all year around.

Each kindergarten has a council, which includes, in addition to the teacher and parent members, representatives of the workers' committee, of the communistic unit of the plant, and of its women's organization. The representatives of the plant visit the kindergarten. On the other hand the teachers of the kindergarten enter into the cultural committee of the plant. They hold conferences on educational and public health problems.

Kindergarten teachers work with parents, thus establishing mutual confidence and respect between kindergarten and home. A close intercourse between teachers and parents is established by individual conferences, teacher-parents meetings, home visits, exhibition of children's work, and festivals organized in the kindergarten. The mothers visit the kindergarten, take notice of the work and thus learn how to handle their children. In some kindergartens, mothers are found to be on regular duty. The kindergarten teachers advise mothers on the care of their children at home.

This social education work with the plant's organizations and with the parents did not exist before the revolution and it forms now an important feature of the modern Russian kindergarten work.

The work in the kindergarten is strictly planned out.

In its foreground stands the *care of the children's health*. Children are submitted to a thorough examination when first entering a kindergarten. Their various measurements are recorded. The children are under constant supervision of a physician and of a dentist. Feeding,

walks, exercises, and rest periods are parts of the kindergarten régime.

Much attention is paid to developing in children *habits of work, cooperation, and hygiene*. The latter are transmitted into the children's homes and the kindergarten becomes thus a small cultural center.

As far as educational principles are concerned, Moscow is identical with the rest of the country. I have given these principles in detail in my article *The Kindergarten in Russia*, which appeared in *Childhood Education*, September and October, 1926. I shall mention them briefly now.

Collectivism, activism, materialism, and organization of the work are recognized as principles of education.

The basis of the very existence of a preschool institution is *collective work* to the extent of each child's ability.

The child begins by selfhelp, he learns how to fasten his buttons, how to take off and put on his shoes.

Socially useful work is then added to waiting upon one's self. Children are called upon duty: they wash up the dishes, sweep the room, dust it, help by turns in the kitchen. During the summer they work in the garden and kitchen-garden. These duties naturally vary, according to the age of the children.

When children first understand the necessity of the division of labor they *organize working groups or committees*: on sanitary, housekeeping, and natural history problems. The children acquire in the kindergarten the rudiments of self government. Children's assemblies are arranged, at which they discuss their needs and the means of satisfying them.

Endeavors are made to *initiate children to modern life*. This is accomplished in three ways:

1. By acquainting children with the work of grown up people, especially with the work of the plant to which the kindergarten is attached;

2. By establishing a connection with pioneers; pioneers visit the kindergarten; they help the children in such tasks as repairing their toys, they teach them their own games and customs and have talks with them;

3. By children's participation in revolutionary festivals.

Portraits of the leaders of the revolution are hung on the walls. In each kindergarten there is a Lenin nook, it is a spot consecrated to Lenin's memory.

The children's minds are prepared for each revolutionary festival by preliminary talks with them. On this day the children are driven about the town in automobiles decorated with red flags.

My presentation of the education work of the kindergarten naturally does not cover the subject. I have touched but a few salient features, and I am not giving a critical analysis of them.

A better knowledge of the experience and splendid achievements in the kindergarten work in America will be, I hope, of great help in the same work in Russia.

MOTHERS' DAY

The Community Drama Service of the Playground and Recreation Association has just issued a new Bulletin of material for the observation of Mothers' Day. It contains a playlet, a list of appropriate music and a large number of excellent suggestions for the celebration. Write to Community Drama Service, 315 Fourth Avenue, New York, enclosing 25 cents.

The New and Notable

Preliminary Program of Thirty-Fifth Annual Meeting of the International Union

Grand Rapids, Michigan, April 16-19

(Nursery School Conference, April 20)

MONDAY, APRIL 16

Morning

Reports of Working Committees.
Advisory Committee, Lucy Wheelock.
Kindergarten Extension, Lulu McKee.
Parental Education, Ada Hart Arlitt.
Home Vocabulary Study, Madeline D. Horn.
Supervision, Mary G. Waite.
The Boston Meeting (To be announced).
Teacher Training, Winifred S. Bain.
Research Kindergarten—Primary, Bessie
Lee Gambrill.
Literature, Frances Kern.
Nursery School Curriculum, Patty Smith
Hill.
Foreign Correspondence, Jane H. Nicholson.
National Council Primary Education, Lucy
Gage.
Editorial Committee, Mary Dabney Davis.
THE JOURNAL OF CHILDHOOD EDUCATION,
Robert S. Gill of The Williams &
Wilkins Co.

Afternoon

General Topic: Teacher Guidance, Supervision and Training.
Growth in Service, Dessalee R. Dudley,
Assistant Superintendent, Battle Creek,
Mich.
Some Problems of Supervision, Ella Cham-
pion, Supervisor, Niles, Mich.
Address by classroom teacher (To be
announced).
The Relation of the Supervision of Teachers
in Service to Pre-Professional Training
in the Normal School, Patty Smith Hill,
Columbia University.

Evening

Opening Session.
Organ Recital.
Invocation, Rev. Charles E. Jackson, St.
Marks Pro-Cathedral.
Addresses of Welcome, The Local Chair-
man, The Superintendent of Schools,
The Mayor of Grand Rapids.
Response by the President of the Interna-
tional Kindergarten Union.
Address (To be announced).

TUESDAY, APRIL 17

Morning

Organized Visiting: Seventeen public
schools will be offered for observation,
including Kindergarten and Primary
Grades, two Nursery Schools, and the
School for Physically Handicapped
Children.
Group-Leaders assigned for conference
following observation.
Committee Meetings: Editorial Committee,
Mary Dabney Davis, Chairman; Execu-
tive Board.

Afternoon

General Topic: Nursery Schools and Paren-
tal Education.
Training Leaders in Parental Education,
Ada Hart Arlitt, University of
Cincinnati.
Practical Contacts with Working Mothers,
Amy Hostler, Nursery School, Cleve-
land, Ohio.

Experimenting with Discussion Method,
Clara Robinson, School of Education,
Cleveland, Ohio.

Vesper Memorial Service.

Report of Necrology Committee, Caroline
D. Aborn, Chairman, presiding.

In memoriam—Annie Laws, Elizabeth Har-
rison, Mary Boomer Page.

Evening

General Topic: Beginnings in Education.

Address, A. H. Hughey, Superintendent of
Schools, El Paso, Texas.

Address, Caroline T. Hedger, Elizabeth
McCormick, Foundation, Chicago, Ill.

Address, James S. Plant, Essex County
Juvenile Court, Trenton, N. J.

WEDNESDAY, APRIL 18

Morning

Delegates' Day: Chairmen: May Hill,
Cleveland, Ohio; Evalina Harrington,
El Paso, Texas.

Delegates East and West, U. S. A.

Delegates or Reports of International
Memberships.

Ex-presidents of International Kindergarten
Union.

Kindergarten-Primary Training School
Students.

Noon

Delegates' Luncheon.

Afternoon

Visit to furniture factories; furniture
exhibits.

Drive about city Grand Rapids, followed by
Receptions and Teas to Officers and
Delegates.

Evening

General Topic: World Neighbors.

Principles of Arbitration, Patty Smith Hill.
Fellowship, Mary Dabney Davis, Bureau
of Education, Washington, D. C.

Address, Elisabeth Rotten, Director German
Section, New Education Fellowship of
Europe.

THURSDAY, APRIL 19

Morning

7:30-9:00 Alumnae and Group Breakfast-
Meetings.

Annual Business Meeting.

All delegates expected to be present.

Election of Officers.

Reports of Standing Committees not pre-
viously given.

New Business.

Report of Committee on Credentials and
Election.

Awards of International Kindergarten Union
Banner and Flag.

Report of Committee on Time and Place.

Report of Committee on Resolutions.

Afternoon

General Topic: Classroom Learnings in
Nursery-Kindergarten-Primary Field.

The Value of Group Enterprises in the
Development of Desirable Social-Moral
Behaviors, Olga Adams, University of
Chicago.

Organization of Activities in the Kinder-
garten-Primary Grades, Agnes Burke,
Columbia University.

Creative Music, Alice Thorn, Columbia
University.

Ideals and Activities in Nature Study for
Nursery-Kindergarten-Primary Groups,
Theodosia Hadley, Western State Col-
lege, Kalamazoo, Mich.

Progressive education as shown in moving
pictures of Nursery, Kindergarten,
Primary activities.

Evening

Symposium Dinner.

FRIDAY, APRIL 20

A day of special interests and recreation for
delegates and visitors who can plan to
remain.

Morning

Nursery School Round Table for practical
discussion and conference.

General Topic: The Influence of Different
Types of Organizations on the Social

Development of the Nursery School Child.

Patty Smith Hill, Chairman of Nursery School Curriculum Committee is in general charge of the plans for this conference.

Afternoon

Sight Clinic Demonstration for the Pre-school Child.

Under auspices, B. Franklin Royer, New York, and Cordelia Creswell, Grand Rapids.

Play-Day

Dorothy A. Dryder, chairman.

Opportunity offered to visit points of interest; a trip to beautiful Lake Michigan, and to industries and mines.

ACCOMMODATIONS IN GRAND RAPIDS

NAME AND LOCATION	WITHOUT BATH	WITH BATH
Panlind (Headquarters) Campau Square		
Single.....	\$2.25-2.50	\$2.50-3.25-3.50-4.00 4.50-5.00
Double.....	\$4.00	\$5.00-6.00-7.00
Twin beds...		\$7.00-8.00-10.00
Browning Hotel, Cherry.....		
Sheldo and Singlen		\$2.00-2.25-2.50
Suite.....		\$6.00
Cody Hotel, Division and Fulton		
Single.....	\$1.50-1.75-2.00	\$2.50-3.00-3.50
Double.....	\$2.50-2.75-3.00	\$3.50-4.00-5.00
Suite.....	\$1.25 (a person)	\$2.00 (a person)
Herkimer Hotel, 317 Division St.		
Double.....	\$2.50	
Special large..		\$1.75 (a person)
Morton House, Monroe and Ionia Sts.		
Single.....		\$2.50-3.00-3.50-4.00
Double.....		\$4.50-5.00-5.50-6.00
Twin beds...		\$6.00-7.00-8.00-10.00
Rowe Hotel, Monroe and Bridge Sts.		
Single.....		\$2.75-3.00-4.00
Double.....		\$4.00-4.50-5.00
Twin beds...		\$6.00-7.00

Y. W. C. A. and Approved Homes \$1, including breakfast.

Reservations at Hotels should be made direct with Hotel Management. Make your reservations early.

MARY MCCORMACK,
Chairman of Committee on
Accommodations, 810 Union Blvd.,
Grand Rapids, Mich.

TRANSPORTATION TO GRAND RAPIDS

A reduction of *one and one-half fare on the Certificate Plan* will apply for members attending the meeting of the International Kindergarten Union, to be held at Grand Rapids, Mich., April 16-19, 1928, also for dependent members of their families, and the arrangements will apply from any point in the United States and on certain lines from Manitoba, Canada (inquire of ticket agent).

Children of 5 and under 12 years of age when accompanied by parent or guardian will, under like conditions, be charged one-half of the fare for adults.

The following directions are submitted for your guidance:

1. Tickets at the regular one-way tariff fares for the going journey may be obtained on April 12 to 18 from almost every point (inquire of ticket agent). Be sure that when purchasing going ticket you request a *Certificate*. *Do not make the mistake of asking for a "Receipt."*

2. Present yourself at the railroad station for tickets and Certificates at least 30 minutes before departure of train on which you will begin your journey.

3. *Certificates are not kept at all stations.* If you inquire at your home station, you can ascertain whether Certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be obtained. You can in such case purchase a local ticket to the station which has Certificates in stock, where you can purchase a through ticket and at the same time ask for and obtain a Certificate to place of meeting.

4. *Immediately on your arrival at the meeting present your Certificate to the endorsing*

officer, Bertha Spaulding, Chairman, Transportation Committee, as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the Certificates.

5. It has been arranged that the Special Agent of the carriers will be in attendance on April 16 to 19, from 8.30 a.m. to 5.30 p.m., to validate Certificates. If you arrive at the meeting and leave for home again prior to the Special Agent's arrival, or if you arrive at the meeting later than April 19, after the Special Agent has left, you cannot have your Certificate validated and consequently you will not obtain the benefit of the reduction on the home journey.

6. So as to prevent disappointment, it must be understood that the reduction on the return journey is not guaranteed, but *is contingent on an attendance of not less than 250 members of the organization at the meeting and dependent members of their families*, holding regularly issued Certificates obtained from Ticket Agents at starting

points, from where the regular one-way adult tariff fares to place of meeting are not less than 67 cents on going journey.

Certificates issued to children at half fares will be counted the same as Certificates held by adults.

7. If the necessary minimum of 250 Certificates are presented to the Special Agent, and your Certificate is duly validated, you will be entitled up to and including April 23, 1928, to a return ticket via the same route which you made the going journey *at one-half of the regular one-way tariff fare* from the place of meeting to the point at which your Certificate was issued.

8. Return tickets issued at the reduced fares will not be good on any limited train on which such reduced fare transportation is not honored.

9. *No refund of fare will be made on account of failure to obtain proper Certificate when purchasing going tickets, nor on account of failure to present validated Certificate when purchasing return ticket.*

*The Boston Convention*¹

JOINT SESSION

The joint-session of the National Council of Kindergarten Supervisors and Training Teachers and the National Council of Primary Education was held on Wednesday, February twenty-ninth.

Caroline W. Barbour, president of the National Council of Kindergarten Supervisors and Training Teachers presided. Miss Barbour graciously greeted the members of the association and urged their support of the journal of the International Kindergarten Union, CHILDHOOD EDUCATION and extended an invitation to those present to attend the coming convention of the I. K. U. to be held in Grand Rapids, Michigan, April 16-19.

The general topic for this session was *Significant Trends in Early Education*.

Eugene Smith, headmaster, Beaver Country Day School, gave an inspirational and enlightening talk on the New Trend in Education. Dr. Smith stressed the necessity for broadening the school curriculum to include the natural education which the child obtained in the past from his out-of-school environment before civilization became so complicated that the child lost the opportunity to see, imitate, and participate in the processes of providing the fundamentals of life, food—clothing—shelter. Today the school must help the child to an understanding of these processes and aid him to appreciate and to respond to beauty in its many manifestations in life. The school must also do more than in the past to provide opportunities for moral development.

The school of today with many more responsibilities than the school of the past has the advantage of more scientific help.

¹ Reports of other sessions will appear in the May issue.

Mental testing is of assistance if intelligently used. The teacher must never forget that mental ability alone does not set the value of the individual in the community. Hand in hand with the development of better technique in the kindergarten-primary field must go the realization of the value of the child's self-directed interest as the mainspring of achievement. Dr. Smith closed his address with a strong plea to teachers to attempt to train for the co-operative future rather than for the competitive past. Let us have for our goal the training of the child as an intelligent, unselfish, cooperative member of society!

Ruth Streitz, University of Cincinnati, urged the need of a technique which would measure all the values of creative education. Achievement tests as at present constituted measure skills but not attitudes and habits. Creative education is still in the data gathering stage and much work must be done before the teacher will have the measuring instruments necessary to gage her ability to develop right attitudes and habits. Dr. Streitz's paper was most encouraging in that it faced the situation that confronts us today in testing and pointed the way to a hopeful growth for tomorrow.

Patty Smith Hill, Columbia University, answered in her usual far-seeing manner the question of "Does the kindergarten really hold a strategic position in the education of the young child and if so are we living up to our opportunities?" This answer must be read in full to give full justice to the conclusions for Professor Hill did not make claims without accredited evidence to substantiate the opinions given. In this brief outline only conclusions can be reported. The kindergarten's importance lies in the fact that it is the earliest period in school life and that the earliest experiences have a most determining influence on character. The laws of growth make these years most important. The close relation between parents and teachers in the kindergarten field of education adds to its value today particularly in the light of the present ap-

preciation of the necessity of making the child's home experiences and school experiences supplement and enrich each other. In the light of the importance of the kindergarten in education, Professor Hill stressed the necessity for the best trained teachers for this field and in this connection the value of offering adequate compensation.

J. Mace Andrees, Boston University, urged the recognition and understanding of the value today of a study of Mental Hygiene. He laid down as standards of health the following:

1. Ability to meet problems of life as they arise with a fair degree of success.
2. Ability to meet problems with minimum of strain.
3. Ability to obtain keen satisfaction out of living.

The teacher herself should understand her own mental problems. The successful teacher is one who has courted happiness and found serenity of mind. Dr. Andrees emphasized the fact that the kindergarten-primary field was the easiest period for the constructive development of the foundation for mental health. Here the child may be guided in the successful adjustment of his own activities in relation to the social group. The teacher must have a sympathetic comprehension of the seriousness of the little child's problems. Successful guidance during this period will establish the right foundation for what will be successful life adjustment if the right guidance continues throughout the child's development.

KINDERGARTEN DINNER

The kindergartners attending the Boston meeting of the Department of Superintendent held a most delightful dinner to celebrate "fifty years of kindergarten in Massachusetts" on Tuesday evening, February 28th.

Caroline D. Aborn presided and made a happy presentation of the guest of honor and toastmistress, Lucy Wheelock. Miss Aborn and the other speakers of the evening

emphasized the remarkable service rendered by Dr. Wheelock to the kindergarten cause and extolled her rare inspirational leadership.

Greetings and words of encouragement were brought to the kindergartners from many educational departments. Among the speakers were Cornelia Adair, president, National Education Association; Caroline Barbour, president, International Kindergarten Union; Lucy Gage, president, National Council of Primary Education; Joseph Lee, president, Playground and

Recreation Association of America; Augustus O. Thomas, president, World Federation of Education; John Tigert, United States Commissioner of Education; Albert E. Winship, editor, Journal of Education; Caroline Woodruff, president, National Council Administrative Women in Education; Margaretta W. Reeve, president, National Congress of Parents and Teachers.

A happy incident of the dinner was the arrival of Mrs. Lindberg who received a most enthusiastic welcome!

One of the problems pressing for recognition is that of adequately preparing teachers for the specific task of teaching in rural communities and of effecting a placement of the teachers trained which will take into account the specific type of training they have received. In the maladjustment between the teachers' training and the positions they eventually fill the rural schools have undoubtedly suffered most. It is for the purpose of finding a better adjustment between the various phases of teacher training and teacher placement that this conference has been called. Many related problems are of necessity involved.

With these neglected but important phases of training, selection, placement, and maintenance of an adequate staff of teachers for rural schools this conference is concerned. We can not have better schools until they are staffed with better teachers, and we can not have better teachers until we improve our processes and techniques of training them.

Conference on the professional preparation of teachers for rural schools, Boston, Mass., February 25, 1928. A report of the proceedings and abstracts of some of the papers read will be printed in the April number of SCHOOL LIFE.

Book Reviews

PRINCIPLES AND TECHNIQUE OF TEACHING.

By Frank W. Thomas. Boston, Houghton Mifflin Company. \$2.00.

We are told in the preface that "this book has grown out of a course of instruction, bearing a similar title, which the author has given regularly to groups of students who were about the begin their practice teaching in the teachers college with which he is connected." This statement implies the place of this book as a text. It is a first book in teacher-training.

The book is divided into five parts with a total of nineteen chapters. Part I, three chapters, is introductory and is entitled *The Aims of Public School Education*. In reality only chapter II, social objectives in education, deals with this topic. Chapter III, dealing with the outcomes of teaching, should have been placed with Part IV where the lessons for habits and skill, for appreciation, and for knowledge are developed.

The two chapters of Part II deal with favorable working conditions and cover topics that are usually discussed under the caption of classroom management. It seems appropriately economical that in recent years this field has been reduced from a book and a separate course to one of two chapters in a text on teaching.

Part III, three chapters, is entitled "General Principles of Learning" and discusses self-activity, interest, and preparation and mental set. Part V, eight chapters, is devoted to the technique of teaching. It has chapters on planning instruction, directing the recitation, directing study, projects, developing social responsibility (logically germane to Part IV), adjustments for individual differences, measuring results, and personality and personal factors in teaching.

Each chapter is followed by a guide for the observation of teaching in respect to the

topics discussed in the chapter, by problems and exercises for class discussion, and by a selected group of annotated references.

W. C. RÜEDIGER.

AN INTRODUCTION TO EDUCATIONAL MEASUREMENT. By Fenton and Worcester.

Boston, Ginn and Company. \$1.40.

The most significant development in educational history of the past two decades has been the recognition and provision for individual differences and the methods devised for the scientific measurement of these differences.

Tests of capacity to learn, and almost numberless tests for measurement of achievement in the various school subjects have been devised and are being used to measure millions of pupils annually.

No longer can school teachers and school officials afford to be ignorant of the meaning of M. A.'s or I. Q.'s or A. Q.'s. The periodic literature is honeycombed with these terms. For those who would know of the significance of this testing movement, who would know of the meaning and value of intelligence testing, and of school subject matter testing by modern type examinations, but who cannot have the advantage of courses in the field of educational measurement in teacher training institutions, a recent publication, *An Introduction to Educational Measurement*, by Norman Fenton and Dean Worcester will be very welcome.

This work is not a text for a complete course nor is it of value to advanced students or trained research workers. It is exactly what its title indicates it to be, an introduction to the field of educational measurement. It gives the essentials regarding modern educational measurements in such a brief, concise, easily comprehended presentation as to make it a very popular publication for

initiating teachers and intelligent questioning laymen into the field of educational measurements.

A chapter dealing with new type vs. essay type of tests will be found especially interesting by teachers unacquainted with these modern trends. At times one feels that

adequacy of treatment has been sacrificed to brevity of presentation, but on the whole the book fulfills its purpose as an introduction but will need to be supplemented by others which give a fuller treatment and are more comprehensive in scope.

JESSIE LASALLE.

THE CHILD

It was only the clinging touch
Of a child's hand in the street,
But it made the whole day sweet;
Caught, as he ran full-speed,
In my own stretched out to his need,
Caught, and saved from the fall,
As I held, for the moment's poise,
In my circling arms the whole boy's
Delicate slightness, warmed mould;
Mine, for an instant mine,
The sweetest thing the heart can divine,
More precious than fame or gold,
The crown of many joys,
Lay in my breast, all mine.

I was nothing to him;
He neither looked up nor spoke;
I never saw his eyes;
He was gone ere my mind awoke
From the action's quick surprise
With vision blurred and dim.

You say I ask too much;
It was only the clinging touch
Of a child in a city street;
It hath made the whole day sweet.

GEORGE EDWARD WOODBERRY,
High Tide Selected Poems

Current Magazine Index

BLUE LAWS FOR SCHOOL TEACHERS

By Stephen Ewing

By taking individual cases—possibly exceptional ones—a very bad case is made for the cause of free speech and action for teachers. This picture is certainly not typical of the situation in many parts of the country. It does however raise the question of whether a community has a right to determine the standards its public servants shall observe. *Harpers*, February

CREATIVE EXPRESSION THROUGH LITERATURE

A Symposium

Childhood's Own Literature by Hughes Mearns "Literature is simply unique self-expression; yet at the start we strive for conventional self-suppression and laugh or scold away, that individual utterance without which literature is not." He describes third grade work where he says "the literary gift was preserved and kept alive in one school environment."

Children's Experiments in Language by Lucy Sprague Mitchell is illustrated with material from nursery school, five, six, and seven-year-old children. "Any one who will conscientiously record and study small children's language from the point of view of experimental attack will find ample suggestions for a language pedagogy."

Progressive Education, January-February-March

CHILDREN AND LEISURE

By Porter R. Lee

"Character is developed not through the child's familiarity with moral concepts and with adult standards of life. It is developed solely through the use which he makes

of such material and the infinite variety of other material which makes up our social heritage."

Child Study, February

THE CARE OF CHILDREN'S FEET

By Dr. Joseph Selyveld

He says that examination has shown that 80 per cent of the girls and 65 per cent of the boys in school are "foot defective." Believing that babies' feet are generally perfect he attributes defects to imperfect care and suggests ways and means of keeping the children's feet in better condition.

Children, The Magazine for Parents, February

DANGEROUS LIVING

By Fred Eastman

This article on safety makes a new contribution to this field. He quotes Albert Whitney as follows: "We are not trying to remove all the dangers from life. That would be impossible and to some extent immoral. Unless we can persuade children that this world we live in is an orderly world, that purpose underlies it, and that they must take for their lives, purposes that harmonize with the deeper purposes of the universe, we have not educated them."

Child Welfare Magazine, February

GROWTH IN UNDERSTANDING CHILDREN

By Ira S. Wile

"The whole child goes to school and he goes as a unitary being, a psycho-biologic unity." "There has been much space given to physical hygiene but its importance is no greater than that of mental and moral hygiene. The essentials of being are basic, but the essentials of living are paramount." "Our attitude must be that we teach chil-

dren and not subjects." "If we did but understand children our educational system might be revolutionized."

Journal of the National Education Association, February

SIGNS AND SYMPTOMS OF COMMON NOSE,
THROAT, AND EAR CONDITIONS

By Robert Sonnenschein, M.D.

Careful discussion of these conditions, giving information all teachers should have. He says "from 1 to 2 per cent of children have serious impairment of hearing. In addition there are many with slight defects." "Many serious troubles arising from the nose, throat, and ear can be prevented to a

large extent if teachers bear in mind the points mentioned."

Elementary School Journal, February

SUMMARY OF READING INVESTIGATIONS
FROM JULY 1, 1926 TO JUNE 30, 1927

By William Scott Gray

This is the fourth summary to be presented by this author, and offers very useful reference material. "It is a very significant fact that the number of scientific studies of reading published during the year beginning July 1, 1926 is one-fifth of the number published preceding that date."

Elementary School Journal, February

ELLA RUTH BOYCE.

*Oh, fleet and sweet! A light to all that pass
Below, in the cramped yard, close to the street,
Long-stemmed one flames behind the palings bare,
The whole of April in a tuft of grass.
Scarce here, soon will it be—oh, sweet and fleet!
Gone like a snatch of song upon the stair.*

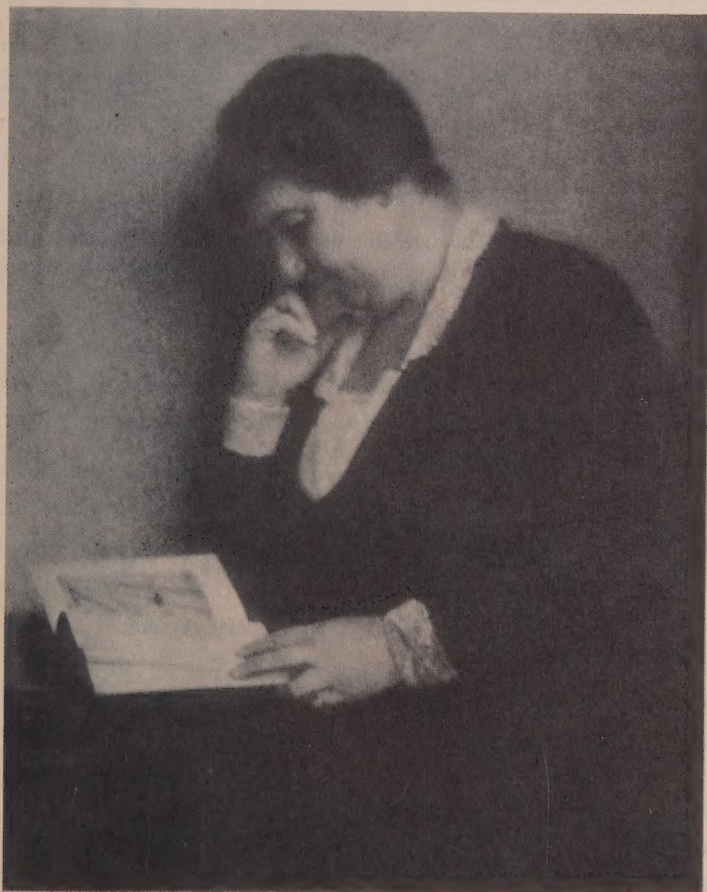
From *Daffodils* by LIZETTE WOODWORTH REESE

Who's Who in Childhood Education

Lucy Gage for many years President of the National Council of Primary Education will report on the activities of that organ-

students at the George Peabody College for Teachers.

M. J. Walsh received his early education



LUCY GAGE

ization at the Grand Rapids Convention. The article appearing in this issue shows the type of creative work she does with her

and most of his teaching experience in Michigan. Since 1920 Mr. Walsh has been Head, Department of Education, Ohio

University. He is author of *Teaching as a Profession* and joint-author *History and Organization of Education in Pennsylvania*.

Rowna Hansen, before her present connection with the Western State Teachers College, Kalamazoo, Michigan, taught in Duluth, Minnesota. Her experience included kindergarten and first five grades. She was in charge of an industrial activities room during an experiment when all kindergarten and primary grades carried on their art and construction work under special supervision.

Louise Alder of the State Teachers College, Milwaukee, Wisconsin, was one of the chairmen of the Curriculum Committee which prepared the Loose Leaf Series of Suggestive Curriculum Material for the four and five-year-old kindergartens.

Helen Butterfield is Kindergarten Training Teacher and Norman Woelfel,

Director and Instructor in Tests and Measurements, at the Maryland State Normal School, Towson, Maryland, of which Lida Lee Tall is Principal.

Agnes Day, kindergarten critic, Geneseo State Normal College, is spending this year in study at Teachers College, Columbia University.

Florence B. Edwards is Instructor in the Department of Nursery-Kindergarten-Primary Education, Western Reserve University.

Alta Adkins is Executive Secretary of the National Council of Primary Education.

Carl Ruediger, dean of Education, George Washington University, Washington, D. C., is a frequent contributor to educational journals.

Jessie La Salle is Assistant Superintendent in Charge of Research of the Washington Public Schools, Washington, D. C.

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The May Issue on VACATION EDUCATION

Introduced by WILLIAM HEARD KILPATRICK

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